



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 10081151
SAU: Augusta Public Schools
School: Farrington School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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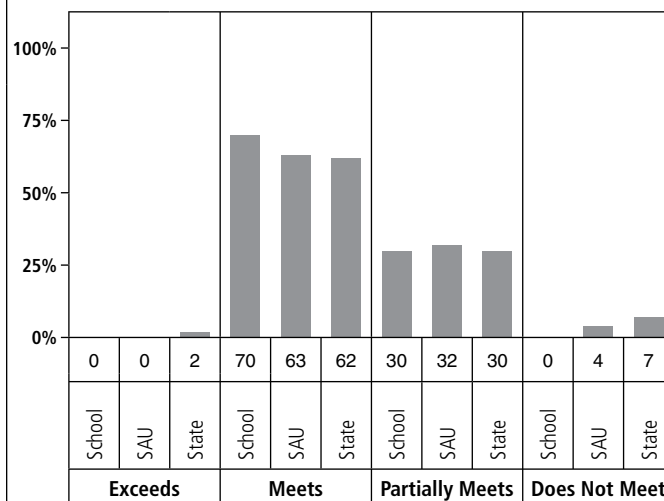
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: Augusta Public Schools
School: Farrington School

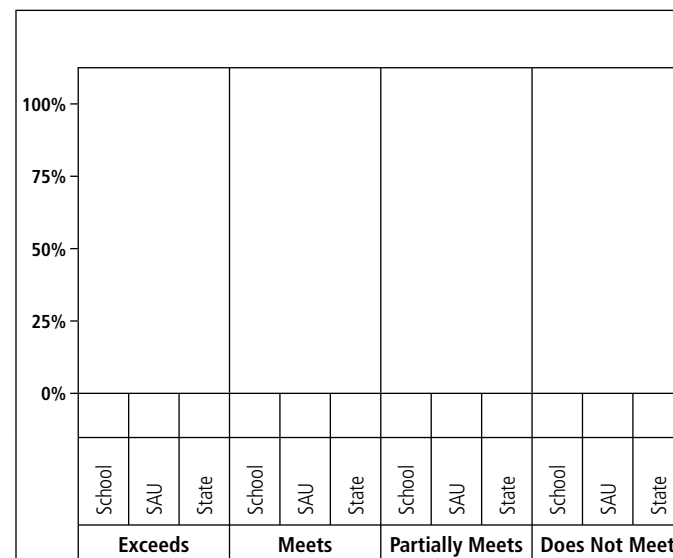
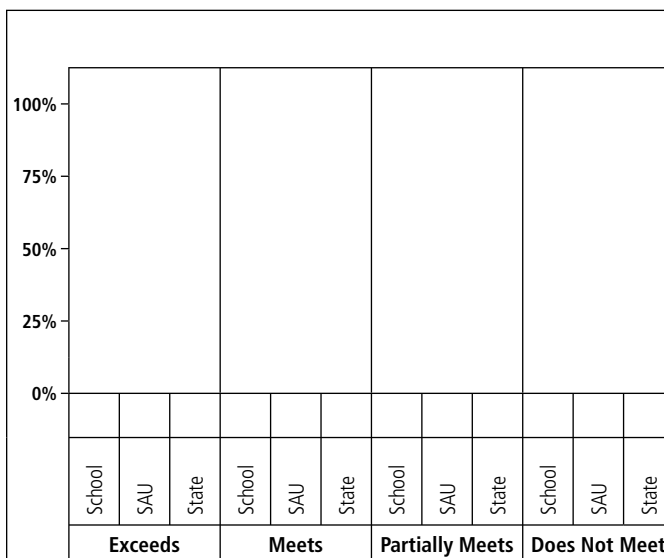
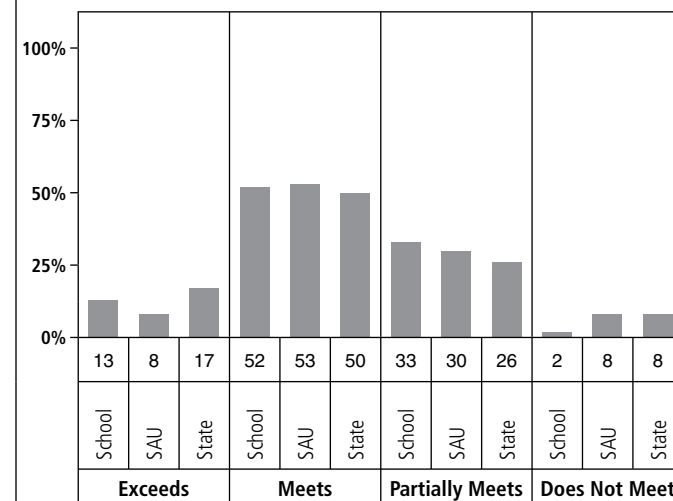
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	341	342	345
2006–2007	348	343	345
2007–2008	345	344	344
Cum. Avg. *	344	343	345
Mathematics			
2005–2006	338	341	344
2006–2007	353	345	347
2007–2008	347	345	347
Cum. Avg. *	345	344	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: Augusta Public Schools
 School: Farrington School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	57	100	148	100	13803	100	57	100	148	100	13714	99	57	100	148	100	13710	99												
Ethnicity African American/Black	3	5	4	3	399	3	3	100	4	100	391	98	3	100	4	100	392	98												
American Indian or Native Alaskan	0	0	1	1	116	1	0	0	1	100	114	99	0	0	1	100	114	99												
Asian or Pacific Islander	2	4	2	1	210	2	2	100	2	100	205	98	2	100	2	100	206	98												
Hispanic	0	0	2	1	162	1	0	0	2	100	158	98	0	0	2	100	159	98												
Caucasian/White	52	91	139	94	12916	94	52	100	139	100	12846	100	52	100	139	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	8	14	24	16	2358	17	8	100	24	100	2333	99	8	100	24	100	2329	99												
Current LEP	3	5	3	2	371	3	3	100	3	100	357	96	3	100	3	100	361	98												
Economically disadvantaged	40	70	92	62	5584	40	40	100	92	100	5535	99	40	100	92	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	31	54	105	71	10650	77	31	54	106	72	10678	77												
Identified disability (PET/IEP)	2	6	6	6	475	4	2	6	6	6	479	4												
LEP	1	3	1	1	151	1	1	3	1	1	149	1												
504 plan	0	0	1	1	83	1	0	0	1	1	85	1												
Participation with accommodations	23	40	40	27	2936	21	23	40	39	26	2911	21												
Identified disability (PET/IEP)	3	13	15	38	1735	59	3	13	15	38	1729	59												
LEP	2	9	2	5	197	7	2	9	2	5	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	18	78	23	58	986	34	18	78	22	56	958	33												
Participation through alternate assessment (PAAP)	3	5	3	2	123	1	3	5	3	2	121	1												
Identified disability (PET/IEP)	3	100	3	100	123	100	3	100	3	100	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: Augusta Public Schools
School: Farrington School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	0	0	352	3
	2006-2007	1	2	1	1	332	2
	2007-2008	0	0	0	0	227	2
	Cum. Total*	1	1	1	0	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	30	51	80	56	8641	62
	2006-2007	35	78	81	55	8691	63
	2007-2008	38	70	92	63	8403	62
	Cum. Total*	103	65	253	58	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	21	36	45	31	3671	27
	2006-2007	9	20	55	37	3781	27
	2007-2008	16	30	47	32	4018	30
	Cum. Total*	46	29	147	34	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	8	14	18	13	1163	8
	2006-2007	0	0	11	7	1021	7
	2007-2008	0	0	6	4	938	7
	Cum. Total*	8	5	35	8	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	28.0	60.9	27.3	59.3	27.6	60.0
Literary Text	23	50	14.2	61.7	14.0	60.9	14.1	61.3
Informational Text	23	50	13.8	60.0	13.2	57.4	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Augusta Public Schools
 School: Farrington School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	0	0	38	70	16	30	0	0	345	145	0	63	32	4	344	13586	2	62	30	7	344
Ethnicity																						
African American/Black	3										4						384	1	42	39	18	339
American Indian or Native Alaskan	0										1						113	2	50	42	5	343
Asian or Pacific Islander	2										2						203	1	60	31	8	344
Hispanic	0										2						158	1	52	36	11	342
Caucasian/White	49	0	0	35	71	14	29	0	0	344	136	0	64	33	3	344	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	4	80	1	20	0	0	343	21	0	57	24	19	341	2210	0	32	48	20	338
No	49	0	0	34	69	15	31	0	0	345	124	0	65	34	2	344	11376	2	68	26	4	346
Current LEP																						
Yes	3										3						348	1	36	45	19	339
No	51	0	0	37	73	14	27	0	0	345	142	0	64	32	4	344	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	37	0	0	24	65	13	35	0	0	344	89	0	58	36	6	343	5450	1	49	39	11	341
No	17	0	0	14	82	3	18	0	0	346	56	0	71	27	2	345	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	54	0	0	38	70	16	30	0	0	345	145	0	63	32	4	344	13581	2	62	30	7	344
Gender																						
Female	19	0	0	13	68	6	32	0	0	345	64	0	58	38	5	344	6567	3	65	27	5	345
Male	35	0	0	25	71	10	29	0	0	344	81	0	68	28	4	344	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	6	50	6	50	0	0	341	35	0	49	46	6	342	2004	0	37	49	14	339
No	42	0	0	32	76	10	24	0	0	346	110	0	68	28	4	345	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	54	0	0	38	70	16	30	0	0	345	145	0	63	32	4	344	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: Augusta Public Schools

School: Farrington School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	50	1	50	0	0	341	5	0	29	43	29	336	6	0	43	39	18	340
B. less than one hour	79	0	0	29	69	13	31	0	0	345	78	0	67	31	3	344	79	2	65	28	5	345
C. one to two hours	15	0	0	7	88	1	13	0	0	346	15	0	67	29	5	344	12	2	60	31	7	344
D. more than two hours	2	0	0	0	0	1	100	0	0	340	3	0	25	75	0	343	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	0	0	13	72	5	28	0	0	345	32	0	63	30	7	344	29	3	62	28	7	345
B. They match some of what I have learned.	46	0	0	18	72	7	28	0	0	345	49	0	69	30	1	345	48	2	67	27	4	345
C. They match just a little of what I have learned.	17	0	0	6	67	3	33	0	0	344	16	0	52	39	9	341	15	1	56	34	9	343
D. There is no match.	4	0	0	1	50	1	50	0	0	342	3	0	50	50	0	344	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	39	0	0	17	81	4	19	0	0	345	47	0	70	27	3	345	42	3	67	24	6	346
B. good	56	0	0	19	63	11	37	0	0	345	47	0	62	34	4	344	46	1	62	32	5	344
C. fair	6	0	0	2	67	1	33	0	0	342	6	0	38	63	0	341	10	0	48	42	10	341
D. poor	0										1	0	0	0	100	330	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	38	0	0	13	65	7	35	0	0	343	31	0	57	39	5	342	22	1	48	38	12	341
B. about the same as my regular schoolwork	42	0	0	16	73	6	27	0	0	346	46	0	71	25	5	345	57	2	68	26	4	346
C. easier than my regular schoolwork	21	0	0	9	82	2	18	0	0	345	23	0	61	36	3	344	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	19	0	0	5	50	5	50	0	0	342	20	0	43	46	11	341	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	52	0	0	19	70	8	30	0	0	346	49	0	72	28	0	345	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	29	0	0	12	80	3	20	0	0	345	32	0	62	31	7	344	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	11	0	0	6	100	0	0	0	0	350	22	0	63	31	6	345	19	3	65	27	6	346
B. 20 minutes to an hour	43	0	0	16	70	7	30	0	0	344	40	0	67	29	3	344	47	2	68	25	5	346
C. less than 20 minutes	24	0	0	8	62	5	38	0	0	343	19	0	57	39	4	343	19	1	56	35	8	343
D. I rarely read at home.	22	0	0	8	67	4	33	0	0	344	18	0	65	31	4	343	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	37	0	0	15	79	4	21	0	0	345	34	0	63	31	6	343	28	1	56	33	9	343
B. six to ten pages	21	0	0	4	36	7	64	0	0	342	21	0	52	41	7	343	23	1	63	29	7	344
C. eleven or more pages	42	0	0	18	82	4	18	0	0	347	45	0	71	27	2	345	49	2	65	27	6	345
Optional school/SAU question																						
A.	0										25	0	0	50	50	334						
B.	80	0	0	1	25	3	75	0	0	340	50	0	25	75	0	340						
C.	20	0	0	0	0	1	100	0	0	338	13	0	0	100	0	338						
D.	0										13	0	0	100	0	332						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: Augusta Public Schools
School: Farrington School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	3	5	9	6	1295	9
	2006-2007	10	22	15	10	1985	14
	2007-2008	7	13	12	8	2277	17
	Cum. Total*	20	13	36	8	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	21	36	67	47	6852	49
	2006-2007	29	63	81	54	6990	51
	2007-2008	28	52	77	53	6764	50
	Cum. Total*	78	49	225	51	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	19	32	41	28	4081	29
	2006-2007	7	15	44	29	3673	27
	2007-2008	18	33	44	30	3504	26
	Cum. Total*	44	28	129	29	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	16	27	27	19	1638	12
	2006-2007	0	0	11	7	1193	9
	2007-2008	1	2	12	8	1044	8
	Cum. Total*	17	11	50	11	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.7	58.0	8.5	56.7	9.2	61.3
Cluster 2: Shape and Size	14	29	10.1	72.1	9.7	69.3	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.4	68.0	3.2	64.0	3.2	64.0
Cluster 4: Patterns	14	29	9.3	66.4	9.2	65.7	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Augusta Public Schools
 School: Farrington School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	7	13	28	52	18	33	1	2	347	145	8	53	30	8	345	13589	17	50	26	8	347
Ethnicity																						
African American/Black	3										4						390	10	30	32	28	337
American Indian or Native Alaskan	0										1						113	7	45	38	10	342
Asian or Pacific Islander	2										2						204	18	48	25	9	347
Hispanic	0										2						159	6	50	31	13	342
Caucasian/White	49	5	10	26	53	17	35	1	2	347	136	7	54	32	7	346	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	2	40	3	60	0	0	343	21	0	33	43	24	337	2208	6	35	37	21	338
No	49	7	14	26	53	15	31	1	2	348	124	10	56	28	6	347	11381	19	53	24	5	349
Current LEP																						
Yes	3										3						357	8	29	37	26	336
No	51	7	14	26	51	17	33	1	2	348	142	8	53	30	8	346	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	37	2	5	22	59	13	35	0	0	345	89	3	52	37	8	343	5452	9	45	33	12	343
No	17	5	29	6	35	5	29	1	6	351	56	16	55	20	9	350	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	54	7	13	28	52	18	33	1	2	347	145	8	53	30	8	345	13584	17	50	26	8	347
Gender																						
Female	19	3	16	8	42	7	37	1	5	345	64	8	47	36	9	344	6565	15	49	27	8	347
Male	35	4	11	20	57	11	31	0	0	348	81	9	58	26	7	347	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	4	33	7	58	1	8	341	35	0	37	51	11	340	2004	5	39	41	15	339
No	42	7	17	24	57	11	26	0	0	349	110	11	58	24	7	347	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	54	7	13	28	52	18	33	1	2	347	145	8	53	30	8	345	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Augusta Public Schools
 School: Farrington School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 79 15 2	0 6 1 0	0 14 13 0	1 22 4 0	50 52 50 0	1 13 3 1	50 31 38 100	0 1 0 0	0 2 0 0	344 347 349 336	5 78 15 3	0 9 10 0	14 56 52 50	29 30 29 50	57 5 10 0	328 347 346 344	6 79 12 3	9 18 16 7	40 52 48 26	33 24 27 37	18 6 8 29	340 348 347 335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	30 52 13 6	5 2 0 0	31 7 0 0	7 15 4 2	44 54 57 67	4 11 3 0	25 39 43 0	0 0 0 1	0 0 0 33	353 345 344 341	31 48 18 3	18 6 0 0	51 55 50 75	22 33 38 0	9 6 12 25	349 345 342 343	37 46 12 5	22 16 9 5	50 53 44 32	22 25 36 36	6 6 11 27	350 348 342 336
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	33 52 15 0	2 3 1 0	12 11 13 0	13 12 3 0	76 44 38 0	2 11 4 0	12 41 50 0	0 1 0 0	0 4 0 0	351 345 345 0	37 47 13 3	10 8 6 0	63 49 50 25	18 37 44 25	10 6 0 50	348 345 346 328	39 46 12 3	25 14 8 2	48 52 49 34	20 27 35 36	7 7 9 29	350 347 343 335
How hard was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	26 54 20	0 6 1	0 21 9	8 13 7	57 45 64	5 10 3	36 34 27	1 0 0	7 0 0	341 349 349	23 49 28	0 11 10	48 55 55	36 27 30	15 7 5	339 347 348	17 59 25	7 18 21	41 53 49	35 24 23	17 5 8	340 349 349
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	25 36 19 21	1 3 1 1	8 16 10 9	6 11 4 7	46 58 40 64	6 5 5 2	46 26 50 18	0 0 0 1	0 0 0 9	346 349 346 344	31 29 20 21	2 10 11 10	55 61 43 53	36 24 43 17	7 5 4 20	344 348 345 344	32 30 19 18	13 20 20 16	47 52 53 50	30 23 21 27	10 5 6 8	345 349 350 347
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	6 9 28 57	0 0 3 4	0 0 20 13	3 1 8 16	100 20 53 52	0 4 4 10	0 80 27 32	0 0 0 1	0 0 0 3	353 339 350 347	4 14 26 56	0 0 11 10	83 40 54 54	0 45 35 26	17 15 0 10	345 340 348 346	7 18 28 47	5 15 21 17	34 50 53 50	40 27 21 25	20 8 4 7	338 346 350 347
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	19 54 22 6	1 3 2 1	10 10 17 33	6 14 7 1	60 48 58 33	3 12 2 1	30 41 17 33	0 0 1 0	0 0 8 0	346 346 352 348	14 48 27 11	10 6 13 6	45 52 59 56	35 33 23 25	10 9 5 13	342 344 350 344	16 30 32 22	8 14 22 20	42 53 51 49	36 26 22 23	13 7 5 7	342 347 350 349
Optional school/SAU question A. B. C. D.	0 80 20 0	 0 0 0	 0 0 0	 1 0 0	 25 0 0	2 2 1	50 100 0	1 0 0	25 0 0	333 340 340 340	25 50 13 13	0 0 0 0	0 25 0 100	50 50 100 0	324 333 340 350							